



D R HILL MIDDLE

1303 Holly Springs Road
Lyman, South Carolina

Grades	7-8 Middle School	
Enrollment	580 Students	
Principal	Terry Glasgow	864-949-2370
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

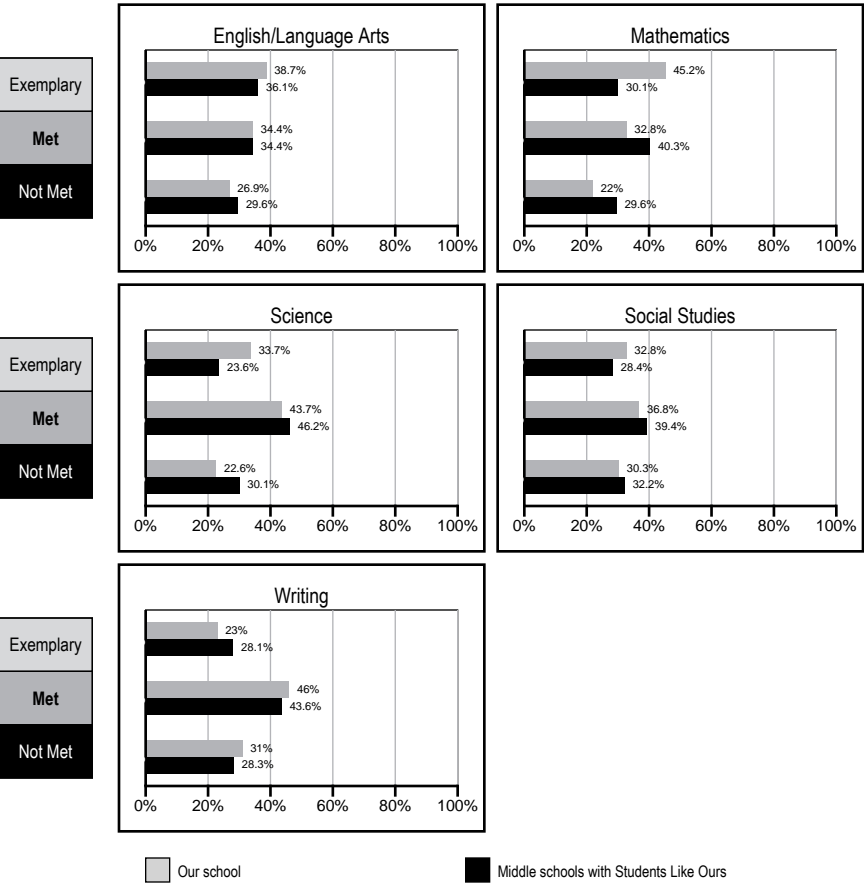
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	52	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.4%	96.6%
English 1	98.6%	97.6%
Physical Science	N/A	63.2%
US History and the Constitution	N/A	N/A
All Subjects	98.5%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=580)				
Students enrolled in high school credit courses (grades 7 & 8)	44.3%	Down from 48.6%	24.8%	24.2%
Retention rate	1.9%	No Change	0.7%	0.7%
Attendance rate	96.5%	Up from 95.3%	95.7%	95.9%
Eligible for gifted and talented	21.8%	Up from 17.9%	18.7%	16.4%
With disabilities other than speech	11.9%	Down from 14.9%	13.3%	12.0%
Older than usual for grade	1.7%	Up from 0.9%	2.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Up from 1.0%	0.7%	0.5%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	69.8%	Up from 68.2%	60.7%	58.5%
Continuing contract teachers	76.7%	Up from 75.0%	82.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.3%	4.0%
Teachers returning from previous year	78.1%	Up from 77.0%	85.7%	84.6%
Teacher attendance rate	95.1%	Down from 98.5%	95.3%	95.4%
Average teacher salary*	\$46,916	Down 2.5%	\$47,045	\$46,561
Professional development days/teacher	6.7 days	Down from 11.9 days	10.3 days	10.2 days
School				
Principal's years at school	4.5	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Down from 22.5 to 1	21.6 to 1	21.1 to 1
Prime instructional time	90.5%	Down from 93.0%	90.2%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	75.0%	Down from 99.8%	98.3%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$7,793	Down 7.5%	\$7,670	\$7,802
Percent of expenditures for instruction**	66.3%	Up from 63.9%	64.3%	63.8%
Percent of expenditures for teacher salaries**	62.9%	Up from 60.5%	60.7%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

D. R. Hill Middle School is a public, rural middle school that serves seventh and eighth grade students in the far western part of Spartanburg County. The majority of the students who attend D. R. Hill live in the communities of Lyman, Duncan, Wellford, and Startex. The 2009-2010 enrollment of D. R. Hill Middle School was 575 students. There were 277 seventh graders and 298 eighth graders. Fifty-one percent of the population was male and forty-nine percent was female. Sixty-two percent of D. R. Hill students were on free or reduced lunch. D. R. Hill Middle School provides a comprehensive instructional environment that is designed to meet the needs of the adolescent child. The school year is divided into two semesters. The first semester runs from August to January and the second from January to June. Students spend 20 minutes each day in an instructional program called Roarin' RIT. During this block of time, students focus on specific content related to MAP (Measures of Academic Progress) and South Carolina ELA and Math standards. Many of our students participate in advanced programs that are offered at D. R. Hill. Students from both grades also have the opportunity to sign up for Keyboarding which allows them the chance to earn half of a Carnegie Unit. In the eighth grade, 44 students qualify for Honors Algebra I, 32 for Honors Algebra II, and 68 for Honors English. In addition, 17 seventh grade students qualify to take Honors Algebra I and will also earn a Carnegie Unit upon successful completion of the course. D. R. Hill also has a mentoring program designed to support and encourage students who are at risk for dropping out of school. These students have been identified by our staff as having low self-esteem, a poor home life, or other factors that may affect their academic success. Mentors are recruited through phone calls and visits to area businesses, colleges, churches, and other organizations. Each mentor meets with one of our students on a regular basis. During this time the mentor acts not only as a special friend, but also fills the role of a caring adult who will hold the student accountable for his grades, attitude, and general outlook on life. Ideally, mentors will remain with their students throughout their middle school years. Another program provided by D. R. Hill is Job Shadowing. This program gives students a first-hand look at a Career Cluster that interests them. Participation in this program is available to students who are enrolled in Career and Technology Education classes. Between 15 and 20 businesses participate each semester. Approximately 100 students shadow each year. Students are given many opportunities to extend their learning through a related arts program. Students may participate daily in band, orchestra, chorus, art, drama, family and consumer science, career explorations education, keyboarding, technology courses, physical education, and foreign language.

In an effort to meet the needs of the entire D. R. Hill Middle School family, members of the community are invited to participate in a variety of school functions. Parent Breakfasts, Open House, Career Night, sporting events, and various fine arts performances are among the many activities that welcome guests into the school. D. R. Hill Middle School also works very closely with the Middle Tyger Community Center by participating in numerous programs providing assistance for families. Members of the local church community provide religious instruction for our students through the Release Time program. Community churches provide transportation to a local facility for those students who have received parental permission to participate in the program. The sponsoring church provides each student with his/her own Bible to use for instruction. D. R. Hill Middle School has been recognized as one of the finest middle schools in the nation when it was named a National Blue Ribbon Award winner. It has received the Carolina First Palmetto's Finest Award, been awarded Hall of Fame status as an Exemplary Writing School, and also received the South Carolina International Reading Association Exemplary Reading Award. D. R. Hill Middle School was the first middle school ever to receive this SCIRA designation. D. R. Hill Middle School has also been named a National Service-Learning Leader School, a Flagship School of Promise, and has been the recipient of the International Inviting Schools Award, The Award of Excellence in Innovations and Technology, and the Healthy Schools Award in all eight categories. The staff of

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	272	111
Percent satisfied with learning environment	88.6%	75.7%	90.7%
Percent satisfied with social and physical environment	97.1%	78.1%	83.6%
Percent satisfied with school-home relations	85.7%	81.4%	78.0%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 25 out of 27 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	568	100	29.7	34.9	35.4	79.6	87.1	83.5	Yes	Yes
Gender										
Male	287	100	35.9	35.2	28.8	73.7	84.3	80.1	N/A	N/A
Female	281	100	23.2	34.5	42.3	85.8	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	365	100	25.3	31	43.8	83	89.9	89.6	Yes	Yes
African American	138	100	42.5	40.3	17.2	70.9	78.6	74.6	Yes	Yes
Asian/Pacific Islander	13	100	8.3	58.3	33.3	91.7	91.8	92.7	I/S	I/S
Hispanic	52	100	32	42	26	76	81.3	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	67	100	N/A	N/A	N/A	21.5	51.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	39	41.5	19.5	68.3	79.7	79	Yes	I/S
Socio-Economic Status										
Subsidized meals	350	100	35.2	38.8	26	75.5	81.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	568	99.7	23.9	35.6	40.5	83.6	85.3	80.4	Yes	Yes
Gender										
Male	287	99.3	27	32.7	40.2	79	83.2	78.4	N/A	N/A
Female	281	100	20.6	38.6	40.8	88.4	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	365	100	19.9	34.7	45.5	85.2	88.2	87.8	Yes	Yes
African American	138	100	35.8	40.3	23.9	77.6	75.4	69.3	Yes	Yes
Asian/Pacific Islander	13	100	8.3	41.7	50	100	93.8	93.5	I/S	I/S
Hispanic	52	96.2	24	28	48	84	82.3	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	67	100	76.9	20	3.1	33.8	48.6	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	39	94.9	24.4	36.6	39	82.9	82.2	78.9	Yes	I/S
Socio-Economic Status										
Subsidized meals	350	99.4	30.1	36.7	33.1	79.1	78.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

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I/S—Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	419	100	22.2	44	33.8	77.8	75	67.3
Gender								
Male	209	100	21.8	41.3	36.9	78.2	74.9	66.9
Female	210	100	22.6	46.7	30.7	77.4	75	67.7
Racial/Ethnic Group								
White	264	100	16.6	43.1	40.3	83.4	80.3	79.6
African American	107	100	36.5	44.2	19.2	63.5	57.3	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	82.5	84.4
Hispanic	40	100	25	42.5	32.5	75	70.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	47	100	65.2	32.6	2.2	34.8	34.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	29	100	25	46.9	28.1	75	64.6	58.6
Socio-Economic Status								
Subsidized meals	267	100	29.6	45.5	24.9	70.4	66.3	55.4

Social Studies

All Students	416	100	30.3	36.8	32.8	69.7	76.4	70.9
Gender								
Male	214	100	28	35.5	36.5	72	77.3	70.1
Female	202	100	33	38.2	28.8	67	75.6	71.7
Racial/Ethnic Group								
White	274	100	29.2	34.1	36.7	70.8	79.2	79.2
African American	95	100	34.8	46.7	18.5	65.2	66.5	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.9	86.8
Hispanic	38	100	31.6	34.2	34.2	68.4	74.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	52	100	76	20	4	24	38.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	29	100	33.3	36.7	30	66.7	74.1	68
Socio-Economic Status								
Subsidized meals	253	100	38.4	37.2	24.4	61.6	67.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	571	98.4	29.8	46.8	23.4	70.2	76.4	72.1	96.5	96.7
Gender										
Male	291	97.9	36.7	46	17.3	63.3	70	65.2	96.2	96.6
Female	280	98.9	22.6	47.5	29.8	77.4	83.2	79.2	96.7	96.8
Racial/Ethnic Group										
White	366	98.6	26.4	46.4	27.2	73.6	80.3	80.8	96.1	96.4
African American	139	97.1	38.2	49.6	12.2	61.8	65.2	59.7	97.3	97.1
Asian/Pacific Islander	13	100	8.3	50	41.7	91.7	84.7	87	97.9	98
Hispanic	53	100	37.3	41.2	21.6	62.7	65	64.6	96.2	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96.7
Disability Status										
Disabled	69	89.9	N/AV	N/AV	N/AV	5	26.3	27.7	95.7	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	41.5	41.5	17.1	58.5	65	63.7	96.5	97.2
Socio-Economic Status										
Subsidized meals	350	98.3	36.3	46.5	17.2	63.7	66.8	61.9	96.3	96.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	298	100	29.3	35.3	35.3	70.7
	8	284	100	30.8	40	29.2	69.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	271	100	25.9	37.8	36.3	74.1
	8	297	100	33.2	32.2	34.6	66.8

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	298	100	20.5	43.5	36	79.5
	8	284	100	30.4	45.8	23.8	69.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	271	99.3	19.7	31.3	49	80.3
	8	297	100	27.7	39.4	32.9	72.3

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	298	100	24.4	50.2	25.4	75.6
	8	144	100	31.8	47	21.2	68.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	269	100	17.8	48.6	33.6	82.2
	8	150	100	30.1	35.6	34.2	69.9

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	298	100	36	32.9	31.1	64
	8	140	100	32.8	40.6	26.6	67.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	269	100	30.1	36.7	33.2	69.9
	8	147	100	30.8	37.1	32.2	69.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	300	100	27.7	47.7	24.6	72.3
	8	279	99.6	34.9	46.4	18.8	65.1
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	273	98.2	29.7	47.3	23	70.3
	8	298	98.7	30	46.3	23.7	70

Abbreviations for Missing Data

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